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Reading Programs at the Community College Level

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DOROTHY J. MCGINNIS

A New Beginning

This summer issue of **READING HORIZONS** represents a hallmark in both the history of the journal and the career of its editor, Dr. Dorothy J. McGinnis. Dr. McGinnis has recently accepted the opportunity to resume a full schedule of teaching as a professor of education at Western Michigan University.

Her full and varied career has included 8 years as Associate Editor of **READING HORIZONS** and 7 years as its Editor. Dr. McGinnis has served as Director of the Reading Center and Clinic for 11 years. Along with Homer L. J. Carter, she established one of the first college-adult reading programs in the State of Michigan, and the longest continuous adult program in the nation. Her many books and articles have become standard references in the field of reading.

The **HORIZONS** staff is appreciative of the direction and achievement Dr. McGinnis has given the journal and will miss her positive and constructive influence in our efforts. We are sorry to lose her but are aware that many future students of reading will benefit from the opportunity to learn from this outstanding educator.

The Staff of
READING HORIZONS



DR. LORRAINE BEITLER



DR. HAP GILLILAND

NEW EDITORIAL BOARD APPOINTED

READING HORIZONS is pleased to announce the appointment of a new editorial board whose members will serve a three-year period. HORIZONS welcomes these distinguished scholars to the staff of the journal.

DR. LORRAINE BEITLER is Coordinator of the Allied Health Learning Center of the New York City Community College of the City University of New York. She has served as co-director and consultant for various committees of the International Reading Association, National Reading Conference and College Reading Association as well as for the City University of New York. Dr. Beitler has had extensive experience with reading and reading programs at the community college level.

DR. HAP GILLILAND, director of the Eastern Montana College Reading Center, also serves as Montana State Coordinator for the International Reading Association and Executive Director of the Rocky Mountain Reading Specialists Association. Dr. Gilliland, known for his contributions in the field of reading disabilities, has published two books in that area.

DR. LAWRENCE E. HAFNER, a Research Professor of Reading and Language Arts at Florida State University, is the author of many articles dealing with the problems of reading in the secondary area as well as the author of three books. Dr. Hafner has served as editor of the *Journal of Reading Behavior* since 1968.

BETTY L. HAGBERG, an assistant professor at Western Michigan University's Reading Center and Clinic, has authored several articles and is a regular contributor to *READING HORIZONS*. Mrs. Hagberg has specialized in the field of reading and reading disabilities in the elementary areas. She currently is serving as president of the Homer L. J. Carter Reading Association, Southwestern Michigan.



READING PROGRAMS AT THE COMMUNITY COLLEGE LEVEL

In recent years the educational institution which has experienced the most rapid growth is the community college. One of the distinguishing features of the community college is its open-door policy. The open-door policy means that any student with a high school diploma can enter college, usually without regard to level of achievement or age. Because of its open-door policy, the community college, in general, has a higher proportion of marginal and high-risk students than four-year colleges and universities. Community colleges have recognized this fact and have developed reading improvement classes for these students, but too often such classes are remedial in nature and isolated from the academic life of the campus. As a result of the emphasis on remediation, administrators, faculty members, and students often regard the reading program as a "refuge for the stupid." Consequently, many of the students who need help are reluctant to participate because of the program's reputation. Many of the more able students who could profit from guidance in learning how to learn refuse to take part for the same reason. Therefore, it seems obvious that to be truly effective the purpose of the reading program should be re-examined.

A good college reading program **SHOULD** assist the poorly prepared student, but its purpose should be broader than this. The reading program at a community college should provide service to **ALL** its students and should be more than a facility for teaching reading skills. It should not be just a place to practice reading-study skills but a facility where the student can get help with his learning problems. It should be a center which fosters the concepts of self-learning. It should involve students, administrators, and content area teachers as well as learning center staff. The reading-learning center should be the heart of the community college and should serve as a support system for the institution's total academic program.

Dorothy J. McGinnis
Editor